Faculty Inquiry Group Concluding Report

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Overview

Our FIG initially planned to answer the question "How might we blend LCC's classroom modalities with a flipped classroom approach?"  We thought our experience with remote teaching during the pandemic might shed new light on incorporating online learning into an in-person classroom.

We soon discovered two much better questions.

The first was **"How to efficiently and effectively use Merrill's First Principles of Design with online activities?"**

The answer we found was to follow a short warm-up video with an interesting and fun jamboard task (instead of a quiz).  It does not seem like homework or busy work, is something the students will want to share with each other at the start of class, is quite visual and kinesthetic to aid in universal design, and is easy to do with other people, even in an online office hour or tutor room.

The second was **"What interactions really make online work asynchronous learning rather than merely homework?"**

We brainstormed more than a dozen different actions to make interesting and fun jamboard tasks: ordering, sorting, assembling, labeling, filling in blanks, categorizing, correcting, locating, exploring, focusing and revealing, completing a flowchart, sorting into a Venn diagram, and doing compare and contrast.  We compiled examples of all of them, drawn from our various disciplines, to actually use in our classes.

As a concluding project we created a small set of interlocking resources to share our findings.  The central item is a Google Slides [**presentation**](https://docs.google.com/presentation/d/1RO0T34jNPgm_nPn0VEc2vLBrDdO3uWiIRJ6v-tJ0krA/edit?usp=sharing) which links to a short video and three interactive jamboards.  This presentation will be used at the upcoming CTL Symposium, and will also be shared in other ways with our divisions and other faculty.

Meeting History

Our first meeting primarily involved sharing our own tricks for being computer savvy: using video and jamboards, editing images, Moodle issues, Zoom pedagogy, tricks with embedded links, etc.

At our second meeting we discussed the [first](https://core.ac.uk/download/pdf/129922279.pdf) article.  This led to a discussion about Merrill's First Principles of Design, how the pace of information delivery mattered, and how the diversity of student background knowledge affects online learning (and is different for ESL and remedial classes).

Our third meeting began with someone posing our second question, and someone sharing  [one](https://jamboard.google.com/d/1JUgrFWUtiorcbam5JS7K5SAyTl4WgmZLZGHdUOQB3S4/viewer?ts=61fdaa1a&f=4) exemplary interactive jamboard as an example of an answer.  We talked about what experience has taught us about what worked and did not work with online learning, often using Moodle forums as a harsh proving grounds since if it worked there it would work elsewhere.  Online activities worked when students were asked to share, explore, or fiddle, not to analyze or strategize.  We did discuss the [second](https://files.eric.ed.gov/fulltext/EJ1233134.pdf) article but it was of lesser impact.

The [third article](https://files.eric.ed.gov/fulltext/EJ1073281.pdf) is really a nice instructional design article disguised as an online learning article.  At our fourth meeting it prompted us to discuss incorporating big projects and themes throughout the term, rather than saving them as climactic work that often feels rushed and underutilized.  We talked about representational fluency and students discovering content, and how the visual and kinesthetic interactive-ness of jamboards helped with those.

Our fifth meeting was project planning.  We realized we have asked those two better questions, and would have answers if we could brainstorm a robust compendium of interactive jamboard tasks that represented all our disciplines.  We spent the rest of the meeting doing that.

Our sixth and final meeting was project refining.  We finished brainstorming the many types of jamboard tasks, and each picked the tasks for which we would be responsible for creating an example.  We agreed to extend our examples into a complete symposium presentation, and allocated that preparatory work.